UNITED
NATIONS

A

General Assembly

Distr.
LIMITED

A/AC.115/L.678
16 August 1991
ENGLISH
ORIGINAL: ENGLISH/FRENCH

SPECIAL COMMITTEE AGAINST APARTHEID

REPORT OF THE INTERNATIONAL CONFERENCE ON THE EDUCATIONAL NEEDS OF THE VICTIMS OF APARTHEID IN SOUTH AFRICA, HELD AT UNESCO HOUSE, PARIS, FROM 25 TO 27 JUNE 1991

CONTENTS

	Paragraphs	Page
INTRODUCTION	1 - 3	3
I. AGENDA	4	3
II. OFFICERS	5 - 6	4
III. PARTICIPANTS	7 - 9	4
IV. DOCUMENTATION	10	5
V. PROCEEDINGS	11 - 32	5
A. Opening session	12 - 17	5
B. Panel discussions	18 - 27	7
C. Closing session and conclusions of the Conference: "Paris Statement on International Assistance to the Victims of Apartheid in the Fields of Education Training"	28 - 32	9
D. Follow-up meeting of consultations between donor countries and scholarship agencies	33	12

CONTENTS (continued)

Annexes

		Page
I.	Statement by Mr. Ibrahim Gambari, Chairman of the Special Committee against Apartheid	13
II.	Statement by Mr. Federico Mayor, Director-General of the United Nations Educational, Scientific and Cultural Organization	17
III.	Statement by Mr. Martin Huslid, Chairman of the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa	21
IV.	Summary of statements made by the representative of the African National Congress of South Africa, the representative of the Pan Africanist Congress of Azania and by Mr. N. Chabani Manganyi	24
V.	List of participants	26
VI.	List of documents	36

INTRODUCTION

1. By paragraph 3 of its resolution 45/176 E of 19 December 1990, the General Assembly endorsed recommendations contained in paragraph 372 of the report of the Special Committee against Apartheid (A/45/22-S/21953 and Add.1), thereby authorizing it further to continue mobilizing international action against apartheid, inter alia, through hearings, conferences, missions, publicity and other relevant activities. In accordance with those provisions, the Special Committee included in its programme of work for 1991 the organization of the International Conference on the Educational Needs of the Victims of Apartheid in South Africa.

2. The Conference, co-sponsored by the Special Committee against Apartheid and the United Nations Educational, Scientific and Cultural Organization (UNESCO), in cooperation with the Advisory Committee of the United Nations Educational and Training Programme for Southern Africa (UNETPSA), was held at UNESCO headquarters in Paris from 25 to 27 June 1991.

3. The objectives of the Conference were:

(a) To review the educational system in South Africa with special reference to the impact of apartheid on the education of blacks in South Africa;

(b) To identify the educational needs in post-apartheid South Africa;

(c) To make recommendations on how the international community can assist in meeting the educational needs of the victims of apartheid.

I. AGENDA

4. The agenda of the Conference was as follows:

1. Review of the educational situation in South Africa today.

2. Evaluation of the impact of apartheid on education in South Africa.

3. Identification of the educational needs of post-apartheid South Africa, with particular reference to the current and prospective socio-economic and political developments in the country.

4. Review of bilateral and multilateral assistance to educational programmes for South Africans.

5. Measures to be implemented by the international community and the United Nations, in particular, in order to meet the educational needs of black South Africans during the transition to a non-racial and democratic society.

II. OFFICERS

5. The participants elected the following officers:

President: Mr. Martin Huslid, Chairman,
Advisory Committee on the United Nations Educational and Training Programme for Southern Africa

Vice-Presidents: Mr. John Harker, Chairman,
Commonwealth Expert Group on Human Resource Development for a Post-Apartheid South Africa

Mr. Frank Ferrari, Senior Vice-President,
African American Institute

Rapporteur: Dr. Marjorie Thorpe, Vice-Chairman,
Special Committee against Apartheid

6. In accordance with section III (e) of the guidelines of the Conference and rule 1 of the provisional rules of procedure (document A/AC.115/INF/17), the officers, together with the representatives of the Special Committee, UNESCO, the Advisory Committee on UNETPSA and the Centre Against Apartheid, constituted a Steering Committee responsible for the conduct of the Conference. The Steering Committee set up a Drafting Group which prepared the Paris Statement on International Assistance to Victims of Apartheid in the Fields of Education and Training (see section V, C).

III. PARTICIPANTS

7. Some 120 participants and observers attended the Conference. The participants included South African experts on education and human resources development, representatives of South African non-racial educational organizations, specialized agencies and relevant bodies of the United Nations, representatives of major intergovernmental and non-governmental organizations engaged in educational assistance to South Africans, representatives of major donor countries to bilateral and multilateral programmes of scholarship assistance to South Africans, international experts on education, particularly from the southern African region, and representatives of the African National Congress of South Africa (ANC) and of the Pan Africanist Congress of Azania (PAC).

8. Observers included permanent delegations to UNESCO as well as the representatives of concerned non-governmental and intergovernmental organizations.

9. A complete list of participants is contained in annex V to the present report.

IV. DOCUMENTATION

10. The Centre Against Apartheid and UNESCO provided a number of documents for the Conference, including 11 background documents prepared for the occasion. In addition, participants presented documents, papers and other materials which were circulated at the Conference. The complete list of documents is contained in annex VI to the present report.

V. PROCEEDINGS

11. The work of the Conference was conducted in plenary meetings and meetings of three panels. The panels focused on the following issues:

Panel I: "Review of the educational system in South Africa with special reference to the impact of apartheid"

Panel II: "Identification of educational needs in post-apartheid South Africa"

Panel III: "International assistance to the educational needs of black South Africans"

A. Opening session

12. The Conference was opened by Mr. Ibrahim Gambari, Chairman of the Special Committee against Apartheid. In welcoming the participants, Mr. Gambari expressed the hope that the Conference, by examining the educational needs of the victims of apartheid, would make a vital contribution towards addressing one of the most critical areas of international concern. Noting that the Conference was being held at a time when an unprecedented opportunity for profound change had opened up in South Africa, Mr. Gambari stressed, however, that progress towards negotiations was hindered by the magnitude of the socio-economic problems facing the poorest sections of the South African population. Improving the daily lives of the victims of apartheid and, in particular, meeting their educational needs and thereby increasing their opportunities for advancement, was an absolutely essential condition to ensure the durability of any political settlement. An important goal of the Conference, therefore, was to bring to the attention of the international community the vast inequities between different sectors of the population in South Africa and to devise ways and means to pool its efforts, expertise and resources in helping to redress those imbalances. (The complete text of Mr. Gambari's statement is reproduced in annex I to this report.)

13. Mr. Eduardo Portella, Deputy Director-General for Programme, UNESCO, also welcomed the participants. Hosting the Conference was a great honour for UNESCO, which would be able to rely on its long experience in setting standards by which to oppose discriminatory measures and practices in education and on the international instruments it had promoted in that field.

Mr. Portella stated that the time had come for a new education to be designed for the South Africa of tomorrow, an education that would aim at promoting tolerance, appreciation and mutual respect for the cultural identities of individuals and groups. He expressed the hope that the deliberations of the Conference would contribute to the establishment of a new, democratic, non-racial, united South Africa.

14. The participants then proceeded to adopt the guidelines for the Conference (A/AC.115/INF/17) and elected the officers of the Conference (see section II above).

15. Mr. Martin Huslid, Chairman of the Advisory Committee on UNETPSA and President of the Conference, then addressed the Conference. He underlined once again that the glaring social and economic inequities affecting the country hampered the peaceful settlement of the South African conflict. Those imbalances were particularly striking in the field of education, and the situation continued to deteriorate. Mr. Huslid went on to describe the activities of UNETPSA over the past 20 years. He pointed out that the objectives and priorities of the Programme would have to be redefined in order to better meet the requirements of the current situation. Generally speaking, the international community would have to specify the means by which it would contribute to the implementation of a new human resources development strategy for South Africa. (The complete text of Mr. Huslid's statement is reproduced in annex III to the present report.)

16. Mr. Sotirios Mousouris, Assistant Secretary-General in charge of the Centre Against Apartheid and the representative of the Secretary-General, read out a message from the Secretary-General. The Secretary-General expressed his hope for the success of the Conference. While encouraged by the positive steps that had been taken in South Africa, he remained concerned at the fragility of the process under way in that country. Measures to redress the glaring social and economic imbalances were essential steps to instil public confidence in the democratic process, and the critical issue of human resources development lay at the very core of such inequities. While it was the responsibility of the South Africans themselves to formulate the educational policies and strategies for the development of their human resources, he pointed out that appropriate and continued assistance to the victims of the apartheid education system should be a primary concern for the international community for some years to come.

17. Mr. Tebogo Mafole, representative of the African National Congress of South Africa (ANC) Observer Mission to the United Nations, read a statement on behalf of Mr. Nelson Mandela, then Deputy-President of ANC. The Conference was also addressed by Mr. Ahmed Gora Ebrahim, Secretary for Foreign Affairs of the Pan Africanist Congress of Azania (PAC). The last speaker was Mr. N. Chabani Manganyi, who spoke on behalf of the South African educators. A summary of these three statements appears in annex IV to the present report.

B. Panel discussions

18. Participants agreed that the educational system in South Africa was in a state of crisis. Data provided, including illiteracy rates, percentages of dropouts, low pass rates at matriculation examinations and average training received by black teachers, illustrated the extent and severity of the crisis. These complex problems resulted from several hundred years of unequal development, aggravated by 40 years of apartheid - at the heart of which was the repugnant bantu education system. The South African education policy had been, for years, a major means of excluding the black population from the economic and political life of the country. This deliberate attempt, combined with the severely limited resources granted to black educational institutions, had led to the current explosive situation.

19. Furthermore, the deadlock in social, cultural and economic mobility resulting from apartheid had generated a negative attitude towards education among certain sections of the South African population, while the political violence inside the country over the past 15 years had kept a substantial part of the young generation from access to education and training. Thus, the participants expressed concern at the general absence of a "culture of learning" in the country.

20. They also stressed that the urgent restructuring of the education system was a matter of the greatest importance, as the country's successful transition to a democratic society as well as its future prosperity would require that all South Africans be granted access to a sufficient level of education and training.

21. Participants, therefore, identified a number of educational needs that had to be met urgently in order to allow such a transition to take place, as well as needs of a more structural nature that should be dealt with in the longer term. The first category included the need for a rapid expansion of training facilities in the following fields: policy planning and analysis, business management and public administration, mass media and communications, science and technology, medicine and training of teachers at all levels.

22. In the longer term, however, it was agreed that it would be necessary to strengthen considerably the institutions delivering primary and secondary education, in order for them to provide adequate academic preparation for entry into tertiary institutions. Similarly, massive literacy programmes would have to be launched to compensate for the deficiencies of the educational system based on apartheid. Also, it was agreed that it would be necessary to relax considerably the rigidity of the South African system, so as to make provision for the acceptance of informal credentials, such as experience, motivation or independent studies, and to facilitate the flow of students between universities and technical institutions, as well as the reintegration into South African society of students educated abroad.

23. While participants focused a great deal on the question of the access to educational opportunities for all South Africans, they also expressed concern at the issue of the quality of education dispensed in the country. They

stressed the importance of introducing into the educational content methods of humanistic and cultural values, so as to promote the principles of tolerance and respect for human rights and to develop a culture of peace and democracy in the country. The principle of affirmative action had to be accepted as a means of redressing past inequalities. It was also necessary to develop a dialogue involving teachers, parents and students nation wide, which would ensure their participation in the formulation of a new education strategy based on democratic values.

24. It was underlined during the panel discussions that the responsibility to redress existing inequities in education lay primarily with the South African authorities. They had a clear obligation to assist in alleviating a crisis which their policies had generated. So far, the authorities had not demonstrated their will to comply with this obligation, nor had they committed adequate financial resources to its fulfilment. Their recently disclosed education renewal strategy, in particular, appeared to be only a measure of containment, rather than a genuine step towards the creation of an equitable and open educational system.

25. The participants concurred, however, that anti-apartheid forces had a major role to play during the period of transition to a post-apartheid South Africa. Their most urgent task would be to identify clearly the educational needs of the black South African population and to establish priorities as to which needs should be addressed first. In this connection, it was agreed that a conference of all anti-apartheid forces concerned should be convened soon inside South Africa. Such a meeting would give an opportunity to South Africans to formulate the short- and long-term objectives of the necessary reform of the educational system in their country, and thus to develop a coherent national strategy in this area.

26. It was agreed that international support was needed to ensure that such a meeting took place. The international community would then offer assistance in accordance with the priorities identified by the South Africans themselves. The participants, however, were able to indicate a number of fields which could serve as the focus of international assistance. These included exchange programmes or twinning of black universities in South Africa with universities abroad, teacher training, expansion of educational assistance to the victims of apartheid in advanced scientific and technological areas, as well as training of top-level managers and civil servants. It was agreed that in order to meet the needs ensuing from a new strategy for human resources development in South Africa the international community should in fact aim at assisting South African anti-apartheid forces both in their nation-building efforts and in redressing historical inequalities.

27. Participants requested that international bilateral and multilateral programmes of educational assistance to South Africa work in close cooperation with each other, and that the United Nations, UNESCO and major intergovernmental programmes establish mechanisms for such cooperation. The hope was expressed that better coordination would ensure a more efficient use of resources made available by the international community.

C. Closing session and conclusions of the Conference

28. At the closing session, prior to the adoption of the Paris Statement on International Assistance to the Victims of Apartheid in the Fields of Education and Training, the Director-General of UNESCO, Mr. Federico Mayor addressed the Conference (see annex II to the present report). He emphasized the importance of the Conference, highlighted the activities of UNESCO in the field of education, particularly for South Africans, and reasserted the willingness of UNESCO to cooperate with other United Nations agencies in this particular field.

29. The Chairman of the Special Committee against Apartheid gave a closing statement in which he outlined the Committee's two-track policy regarding South Africa, namely, pressure and assistance. He expressed the hope that the Conference would be followed by other such meetings that would bring South Africans together with representatives of the international community to address the subject of educational assistance to South Africans.

30. The representative of South African educators, Mr. Tulwana Monde, of the National Education Coordinating Committee, expressed the appreciation of the South African participants for the opportunity they had been given to exchange views with representatives from donor Governments, United Nations agencies and educational programmes and called on the international community to continue to exert pressure on the South African authorities to abolish the system of apartheid education.

31. Some participants commented on the Paris Statement and expressed their grave concern at the continued existence of the racial and discriminatory system of apartheid education in South Africa. The persisting violence, which the authorities had not yet contained, further exacerbated the situation. They noted with regret that despite the recent political developments in South Africa the authorities had not taken meaningful steps to institute a single, non-racial educational system which was necessary to redress the gross social and educational inequalities produced by apartheid education.

32. The Conference adopted the following statement:

Paris Statement on International Assistance to the Victims of Apartheid in the Fields of Education and Training

1. The education crisis in South Africa, created by the policies and practices of apartheid, has reached disastrous proportions. In this situation, a massive effort is necessary in order to overcome the historical, psychological, structural, economic and societal inequities of apartheid.

2. Participants in the Conference agree that the onus for providing equal and quality education to all South Africans in a unitary system and redressing existing inequities in the crucial field of education lies

with the Government of the country. It is also clear that the people themselves have a crucial role to play as full participants in this process, so as to promote a culture of learning.

3. Participants of the Conference call on the South African Government to fully and urgently address the quantitative and qualitative components of the education crisis by taking appropriate political, legal, financial and other measures, and accordingly call on the international community to continue taking appropriate measures towards that end, consistent with the United Nations Declaration on Apartheid and its Destructive Consequences in Southern Africa.

4. The participants noted a number of positive developments taking place in South Africa. They welcomed the initiatives of the anti-apartheid groups that intervened in the education crisis and spearheaded the establishment of the joint working group with the authorities. They called for an educational system to be instituted in South Africa soon, consistent with the Universal Declaration of Human Rights and such international conventions as the Convention against Discrimination in Education and the Jomtien World Declaration on Education for All.

5. Participants in the Conference are of the view that international educational and training programmes should be geared towards meeting the needs of the majority of South Africans, thereby assisting in the political, economic and socio-cultural transformation.

6. It is incumbent upon the international community to support efforts in South Africa: (a) to restructure the educational system; to provide, in a concerted manner, appropriate educational and training opportunities for black South Africans in order to alleviate the current education crisis and thus facilitate the transition to a non-racial and democratic South Africa; to cooperate and coordinate action in order to avoid duplication of effort and ensure a cost-effective allocation of resources; and (b) to contribute to the formulation and implementation of an international component of a human resource development strategy for South Africa which will be forged by the South Africans themselves.

7. Participants also noted the need for South Africans to discuss education transformation and agree on a common set of educational priorities. They called upon the international community to support the initiative for a national conference for this purpose. They affirmed the necessity for the South African anti-apartheid groups to play a central role in organizing such a conference.

8. Participants are of the view that international agencies and educational programmes concerned can contribute to meeting the needs of the victims of apartheid particularly by means of:

(a) Supporting and complementing the South African people's endeavours towards major educational restructuring through quality education, research and development of learning material;

(b) Promoting debate on, research into and development of curriculum reform;

(c) Providing resources to assist in addressing the huge problems of illiteracy and innumeracy, school drop-outs, the marginalization of women and other structural imbalances;

(d) Providing assistance for the training of the managers of educational change at all levels, including teachers' educators, planners, curriculum specialists and administrators;

(e) Assisting in the establishment of a massive programme of adult education;

(f) Emphasizing language, science and technology and the development of technical and vocational education with a view to redressing the current skewed distribution of black students in these areas;

(g) Assisting in training programmes in the fields of public administration, policy analysis and planning and business management and strengthening the capacity of institutions and organizations.

9. It is emphasized that a skill development programme is not enough. It is imperative that special attention be given to rethinking the values which underlie the educational system, curricula and teaching materials at all levels and forms of education. In this connection, it is necessary to introduce into the educational content and methods, humanistic and cultural values. It is also important to promote the principles of human rights in education and educational practices which will in turn support a culture of peace and democracy.

10. With the changing circumstances in South Africa, and in view of the severity of the educational crisis in that country, it is important that assistance by the international community be provided in the most effective manner and in accordance with priorities identified by South Africans themselves.

11. To the extent possible, educational and training programmes conducted abroad should take into consideration the potential for job placement in South Africa, including self-employment. In this connection, the private sector, community and non-governmental organizations as well as international educational and scholarship programmes concerned are called upon to work out mechanisms and arrangements whereby South Africans trained abroad are given job opportunities to contribute to the political, economic and social development of their country.

12. Universities and other educational institutions which promote educational and training programmes for the black majority should be supported. In this connection, international agencies and educational institutions should cooperate in developing exchange programmes of graduate students and faculty with such South African universities and institutions.

13. Participants agree that major programmes of bilateral and multilateral educational cooperation and assistance to South Africa, whether public or private, and non-governmental organizations, should maintain close liaison, periodically exchange views and coordinate action. In this connection, it is agreed that the United Nations and the United Nations Educational Scientific and Cultural Organization (UNESCO), in cooperation with other United Nations agencies and major intergovernmental programmes, should work to ensure that there are mechanisms for such collaboration among all concerned. It is proposed that a meeting for that purpose be organized at the beginning of 1992 under the auspices of the United Nations Educational and Training Programme for Southern Africa.

D. Follow-up meeting of consultations between donor countries and scholarship agencies

33. In connection with the International Conference, a follow-up meeting was held on 28 June, in the morning, between donor countries, scholarship agencies and educational programmes to exchange views on their respective programmes, to consult on international assistance to a human resource development strategy in South Africa and other matters of mutual concern.

Annex I

STATEMENT BY MR. IBRAHIM A. GAMBARI, CHAIRMAN OF THE SPECIAL COMMITTEE AGAINST APARTHEID

(at the opening session)

We are gathered here today in this beautiful city, Paris, "the city of light". It is a city which so many people, around the world, rightly associate with intellectual and cultural freedom. This and other freedoms, which many take for granted, have eluded the black majority in South Africa. However, it is my sincere hope that, with every step taken along the road towards the eradication of apartheid, the dawn of intellectual, cultural and political freedoms as well as social equality for all South Africans would soon become a glorious and tangible reality.

While we look forward with anticipation to that day, we are none the less painfully aware of the magnitude of the problems faced by the black population - the appalling legacy of decades of apartheid. This Conference, by examining the educational needs of the victims of apartheid, will hopefully make a vital contribution towards addressing one of the most critical areas of international concern. The Conference is being held at a particularly opportune time as the attention of the international community is turning increasingly towards the development needs of South Africa.

The Conference brings prominent experts in education from South Africa who have been invited to participate in their personal capacity. Assembled also are representatives of intergovernmental agencies, government representatives including representatives of major donor countries, decision makers from education programmes and scholarship agencies for South Africa, together with distinguished representatives of the liberation movements.

It is a truly unique and important gathering which promises a fruitful interchange of ideas and opinions over the next three days. I hope that conclusions and recommendations will be reached concerning the international component of a human resource development strategy with particular emphasis on meeting the educational needs of black South Africans during the transition to a non-racial and democratic society and beyond. Such a strategy would help bring the whole of South Africa to the point where human rights and democracy, guaranteed by a new constitution, will prevail.

I warmly welcome all of you who are concerned enough to participate in this Conference. Your input will be very important and I look forward to a dynamic, productive and successful meeting.

I would also like to take this opportunity to thank the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Mr. Federico Mayor, for hosting the Conference and the Assistant

Secretary-General and the staff of the Centre Against Apartheid, along with the staff of UNESCO, for the work they have done in organizing the Conference.

We are meeting at a time when an unprecedented opportunity for profound change has opened up in South Africa. Several positive steps have been taken both by the South African authorities, including the recent repeal of basic apartheid legal structures, and by the representatives of the black majority. There are, however, many more obstacles to be overcome if a system based on equality, democracy and the rule of law is to be achieved in South Africa.

It must be noted that agreement has not yet been reached on how and when negotiations on a new constitution will start. Nor have the South African authorities fulfilled all the conditions called for in the Declaration on Apartheid and its Destructive Consequences in Southern Africa, adopted by the General Assembly in December 1989, to establish a climate for negotiations. Hundreds of political prisoners continue to languish in jail, and thousands of exiles have not been allowed to return home without restrictions.

Furthermore, the pervasive violence which has engulfed South Africa threatens to derail the fragile and complex negotiating process. Progress towards negotiations is also hindered by the magnitude of the socio-economic problems facing the poorest sections of the South African population and the apparent unwillingness of the regime to develop a unified and comprehensive policy of economic restitution to effectively address the situation.

The country has the dismal distinction of having one of the highest degrees of social and economic inequality of all countries in the world. Over 60 per cent of blacks live below the poverty line. The majority of black communities continue to face high levels of unemployment, a crisis in education, appalling living conditions and a health care system in disarray. The persistence of these inequalities fuels the deep frustrations and divisions sown by apartheid over generations and contributes to the violence.

It has been estimated that 40 per cent of those able to work cannot find jobs in South Africa. Siphiwo Vimbi, who leads the Unemployed Workers Union in the Eastern Cape, has called the frustration of the jobless "a serious time bomb" threatening the stability of the reforms.

For many at this point, the dismantling of apartheid promises only continuing unemployment, homelessness, malnutrition and despair. Unless the political changes are accompanied by significant improvement in the daily lives of the poor and disadvantaged, the durability of any political settlement cannot be assured and the prospect of a peaceful transition to a united, democratic, non-racial South Africa is greatly diminished.

Under these circumstances, meeting the educational needs of the victims of apartheid, thereby increasing their opportunities for advancement and for bettering their lives, is an absolutely essential step in helping to redress the burden of disparities which that obnoxious system has imposed on them. Years of serious inequities in the allocation of resources have led to the

current education crisis. Teachers and pupils have witnessed the collapse of the learning environment in black schools and the result has been a "lost generation" of black youth who are illiterate, semi-literate, unskilled and virtually unemployable, except in the most menial tasks.

Some positive steps have been taken by the regime to help redress the currently deplorable education situation and these are welcomed. Such initiatives include increased funding for black education, the establishment of a working group on education that President de Klerk and African National Congress (ANC) Deputy President Nelson Mandela agreed to set up this year, the current discussions in Parliament of a White Paper on education which contains some positive initiatives, and the abandonment of the principle of segregated State education, announced in March 1990.

According to official South African sources, a shortage of at least 228,000 professional and technical workers is expected by the year 2000. These deficiencies must be addressed if the aspirations of the black population are to be met and if South Africa is to remain competitive in the global market-place and an important force in the economic development of southern Africa.

It is clear that there is an immediate and urgent need to address the educational crisis in South Africa. The Special Committee is therefore pleased, inspired by the Secretary-General of the United Nations, to have taken the initiative with the United Nations Educational, Cultural and Scientific Organization, and in cooperation with the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa, to organize this Conference to address that critical issue.

In so doing, the United Nations demonstrates its concern not only for the political process, but also for meeting the humanitarian needs of the people of South Africa which must be satisfied if a political settlement is to succeed. An important goal of the Conference is to bring to the attention of the international community the vast inequities between different sectors of the population in South Africa and to devise ways and means to pool our efforts, expertise and resources in helping to redress these imbalances.

Experience has shown that it is the follow-up action taken after a conference like this that can really make a difference in ensuring that effective action is carried out. The Special Committee is pleased to announce that after the close of the Conference there will be a meeting of consultations between scholarship agencies and donor countries, to be chaired by Ambassador Huslid of Norway who, along with his predecessor as Chairman of the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa (UNETPSA), Ambassador Vraalsen of Norway, has spearheaded the development of the Programme in the last few years.

The Special Committee is also pleased that the work of UNETPSA, which was set up to assist in providing alternative education for black South Africans, is now coming to the forefront. This educational programme will continue to

serve the international community, the United Nations and South Africa in a manner found to be the most appropriate in order to meet, namely, as a focal point, the evolving educational needs of that country.

Whilst it is generally acknowledged that South Africa must ultimately rely on its own resources, it is encouraging, given the severity of the problems being faced, that there is a general and continuing consensus in the international community on the urgent need to increase support to the victims of apartheid.

I am encouraged by the decision made by the Commonwealth Committee of Foreign Ministers on Southern Africa in February 1991 to launch a programme of training of black South Africans in the fields of administration and management and to formulate proposals for a wider programme of assistance in the area of human resources development. The European Community also announced in December 1990 that it would strengthen its programme of positive measures and adapt it to the requirements of the new situation, including those related to the return and resettlement of exiles.

I am pleased that representatives of those regional organizations and many others are present at this Conference and will be working with us in formulating effective means of intervention by the international community.

In conclusion, I would like to say that while some serious strides have been taken by the South African regime along the road towards a negotiated end to apartheid, it is clear that much more remains to be done to build the confidence of all parties concerned in the current process of change in South Africa. Furthermore, a firm commitment by Pretoria to the establishment of a comprehensive programme of socio-economic redress for the black population would not only be a measure of justice but also create a stable environment for the economic growth of the country.

In line with the Declaration on Apartheid and its Destructive Consequences in Southern Africa adopted by consensus in December 1989, it remains the task of the international community to maintain pressure on the authorities until the objectives of the Declaration are met, namely, the establishment of a united, non-racial, democratic country. The consensus on South Africa, built since December 1989 at the United Nations, should be safeguarded. Member States should not disregard their political and moral commitments undertaken at the General Assembly.

A period of daunting challenge lies ahead for the international community. Now, more than ever, a renewed effort and commitment is needed to ensure that pressure and assistance leads to an early eradication of apartheid and a new constitution is in place. Only then could we say that we have fulfilled our moral and political obligations to remove a system from the world that affronted our sense of dignity and humanity.

Annex II

STATEMENT BY MR. FEDERICO MAYOR, DIRECTOR-GENERAL OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

(at the closing session)

I am very pleased to be able to be with you at this closing session of the International Conference on the Educational Needs of the Victims of Apartheid in South Africa. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is gratified to have been asked to host this important meeting, co-sponsored by the United Nations Centre Against Apartheid, on behalf of the United Nations Special Committee against Apartheid and the United Nations Educational and Training Programme for Southern Africa (UNETPSA). We hope that all concerned - representatives of Governments, of the South African liberation movements, of intergovernmental and non-governmental organizations, of specialized institutions and of funding agencies, as well as individual educationalists and colleagues from other United Nations secretariats - will consider the Conference to have been valuable in addressing the crucial issues you have had before you in your agenda.

The moment is clearly one of critical significance for South Africa: the main pillars of apartheid have been removed with the repeal of the inhuman Population Registration Act, but the legacy of apartheid survives in the form of profound political, social and economic injustices linked to deeply entrenched discriminatory attitudes and practices. Only time will tell how committed the South African authorities are to the establishment of a non-racial and democratic constitution that can alone redress these injustices, or how resolute and successful they will be in extinguishing the flames of hatred and violence that are today compromising progress towards this goal. In the meantime it was clearly most opportune that the international community should have convened the present conference to discuss the educational needs that will have to be met in South Africa as one of the prerequisites for the successful transition to a new society.

The sheer scale of these needs has been graphically described in a number of contributions to this Conference, not least in the eloquent message transmitted to the meeting by Mr. Nelson Mandela. South Africa is facing a situation in which less than half of black children are currently within the school system, where segregation remains the rule, where teacher shortage is chronic and where the amount spent on the education of black pupils is less than one fifth of that on white children. Of those black pupils who do receive education only one sixth reach matriculation and some two thirds of those who sit the examination fail. Few blacks thus accede to higher education, with the result that only three out of a thousand hold university diplomas, compared with 35 per thousand for whites, and blacks constitute only 5 per cent of South Africa's managerial pool. In a country where over

70 per cent of the workforce is black, this situation clearly represents a tragic waste of potential and a grave handicap to development.

Moreover, we are dealing not only with the educational neglect of a large part of the population but with an educational system and content fundamentally tainted with apartheid propaganda of a kind that UNESCO has sought to expose and refute in a variety of publications, such as Apartheid, its Effects on Education, Science and Culture and History in Black and White. The revolt of black youth against this discriminatory system is an important factor in the escalating crisis that education in South Africa is currently experiencing. Educational reform is never easy even in conditions of social stability. In South Africa today, riven by political and social tensions, the task of radically transforming the educational legacy of the past is obviously immense.

Our efforts - that is to say, the assistance that the international community can provide to help the South African people in its task - must be equal to the scale of the challenge. UNESCO's ongoing programme in this field - its scholarship programmes and education programmes financed by the United Nations Development Programme (UNDP) for national liberation movements, its studies, meetings and publications on racism, human rights and post-apartheid policies, its mobilization of the intellectual and cultural communities in the anti-apartheid struggle - is currently being expanded into a Special Project designed to intensify anti-apartheid efforts and, when the situation in South Africa allows, to support development and nation-building activities in its field of competence. At the same time, UNESCO's programme as a whole is being called upon, under the guidance of a newly established intersectoral committee, to contribute in a variety of ways to the vital undertaking of preparing the way for the emergence of a new society in South Africa.

One obvious area in which UNESCO's experience, expertise and network may be turned to account is in the building up of new educational structures and curricula at all levels and in the revision of school textbooks. Another important potential area of cooperation will be in the promotion of literacy, where due recognition will need to be given to the importance of educating women, the mothers of a literate society. Since competing demands on limited resources will inevitably be numerous in the transition to a new society, thought will obviously need to be given to the most cost-effective ways of providing education on a more equitable basis, including the distance-learning approaches in which UNESCO has a great interest.

As part of the task of building up cadres for a new society, particular emphasis will have to be placed on science and technology, which will be one of the keys to economic progress for all and where educational provision for black students is notoriously inadequate at the present time. UNESCO's science and technology education programme can clearly be of help here, as can its activities for the development of national science and technology policies. Science can also, one may add, be useful in school in dispelling the kinds of falsehoods that provided the spurious basis for the apartheid doctrine.

In considering educational needs in South Africa, the role of culture should not be overlooked either. The rich African tradition of arts and skills including music, dance and craftwork - all of which have been denigrated under apartheid - will need to be fostered in education as part of the broader protection and promotion of the nation's cultural heritage.

Education, finally, has a vital role to play in helping to change attitudes in South Africa, in developing understanding and tolerance, in promoting peace and reconciliation and in encouraging people of different groups to work together in the common interest. A number of UNESCO programmes may be relevant here: programmes of research, training and information for a "culture of peace" and human rights; projects concerned with the democratization process; institutional support for restructuring and renewing social sciences research, training and information; and activities aimed at the full implementation of UNESCO standard-setting instruments and policy-relevant research on problems of racial discrimination. Under apartheid whites are also victims in the realm of attitudes, and they too therefore stand to benefit from the introduction of education for mutual understanding into the curriculum.

I am pleased to note that many of the possible forms of cooperation I have sketched out here are reflected in the Paris Statement submitted for adoption by the Conference. I am particularly pleased to see the emphasis placed on rethinking the values underlying the education system, on major educational restructuring, on curriculum reform and on combating illiteracy. I commend the idea of the organization in South Africa in 1992 of a conference that will carry forward to a new stage the analysis of educational needs in the context of change in that country. For UNESCO, the Paris Statement should serve as a valuable framework and guidelines for the implementation of its educational activities for the benefit of the people of South Africa.

Needless to say, such cooperation will be undertaken in close collaboration with our United Nations partners, notably the Centre Against Apartheid and UNETPSA, in conformity with General Assembly resolution 45/176 assigning to the Secretary-General the function of coordinating activities of the United Nations system in the implementation of the Declaration on Apartheid. In this connection, the inter-secretariat meeting proposed in the Paris Statement for the beginning of 1992 should be very useful in ensuring effective coordination of educational assistance, both multilateral and bilateral, to South Africa. Cooperation will likewise need to be based on the closest possible consultation with all appropriate political and social forces in South Africa and on surveys of the whole spectrum of needs in that society, avoiding any perpetuation of disadvantage and exclusion.

Finally, the whole undertaking will call for a truly massive mobilization of the international community and of public and private funding sources to secure the resources necessary to meet the educational requirements for the transition to democracy in South Africa. The task will not be easy, and I am pleased to see that a donor consultation is to be held here at UNESCO tomorrow immediately following this Conference. However, the cost, I would suggest, is

small when reckoned against the immeasurable benefit of the elimination from the world of the blight of apartheid and the empowering through education, for the benefit of South Africa and humanity as a whole, of those whose capacities, talents and creativity have too long been denied their just fulfilment.

Annex III

STATEMENT BY MR. M. HUSLID, CHAIRMAN OF THE ADVISORY COMMITTEE ON THE UNITED NATIONS EDUCATIONAL AND TRAINING PROGRAMME FOR SOUTHERN AFRICA

(at the opening session)

First of all, in my dual capacity as President of the International Conference and Chairman of the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa, I would like to welcome everyone. The presence here today of so many experts on education, as well as politicians and diplomats, bears witness to the importance attached by the international community to the crucial problems relative to the education and training of young South Africans, and I am particularly pleased to participate with you in this Conference.

We meet at a time when the situation in South Africa is both rich with unprecedented hope and also, perhaps, more complex than ever. The commitment of the main South African political parties to a negotiated settlement of the conflict - a position with which the international community fully concurs - lead us to hope that the complete dismantling of the legal structures of apartheid, which has been so long in coming and which the South African authorities have now promised to carry out, will be a fait accompli in the near future. In the meantime, we cannot but sincerely rejoice that after such a long period of sterile rigidity, great strides are being made towards the realization of this fundamental objective. However, the slowness or reluctance of the South African authorities in fulfilling all the conditions stipulated in the General Assembly's Declaration on Apartheid and its Destructive Consequences in Southern Africa for the establishment of a climate favourable to negotiation, and also their inability to date to put an end to the violence which is ravaging the country, threatens to delay the opening of real negotiations and the advent of a non-racial and democratic society in South Africa, which we call for wholeheartedly. Likewise, the serious economic and social imbalances and flagrant inequalities from which that country suffers constitute additional obstacles to a political settlement of the South African problem and a true liberation of the black population of South Africa.

During this Conference, we will focus on one of the areas in which these inequalities are most glaring: that of education. I need cite only a few figures to illustrate that assertion. At present, according to the statistics at my disposal, only 3 out of 1,000 blacks in South Africa have a university degree, compared to 35 out of 1,000 whites. Among black students only 36 per cent of those who took the final examinations at the end of their secondary studies in 1991 passed. This figure proves, if any proof were needed, that what was already a critical situation has deteriorated further, since the corresponding figures for 1989 and 1987 were 41 per cent and 51 per cent respectively. Fewer than 10 per cent of those who graduated in 1989 scored high enough to qualify for university admission. These figures

are the consequence of an educational system which for decades has obeyed the injunctions and objectives of the policy of racial segregation. In 1990, the South African Government was still spending four times as much to educate a white child as it was to educate a black child.

This policy of systematic separation and differential treatment has resulted in a real crisis, and the recent reforms undertaken by the authorities are not sufficient to deal with it. For example, the Government proclaimed that in April 1991, the 1955 universities Act, which had established a quota system governing the admission of black students to South African universities, would be repealed. That measure alone, however, will do little to change the situation in the immediate future, since in 1989 only 11.5 per cent of the students enrolled in English-language universities and 3 per cent of those enrolled in Afrikaans-language universities were black. This is all the more disturbing when we consider that in the year 2000, 89 per cent of South Africa's economically active population will be black. The growing disparity between the country's needs and resources in respect of skilled black labour threatens to constitute a major handicap for the economic and social development of post-apartheid South Africa. The establishment, in February of this year, of a working group on education consisting of black experts from various political and union groups, as well as representatives of the South African authorities, bears witness to the seriousness and urgency of the situation.

For over 20 years now, the United Nations Educational and Training Programme for Southern Africa has worked to remedy the deficiencies and injustices of the South African educational system. To date, more than 7,000 students have received scholarships granted under this programme, and thus have been able to complete their studies in over 30 countries. The Programme has trained not only scientists, engineers, lawyers, computer experts, doctors and dentists, but also managers and specialists in political science or international questions. At the end of the 1990 academic year, the Programme was sponsoring some 1,200 students throughout the world, 70 per cent of whom were South African and 30 per cent Namibian. Contributions to the Programme have shown a slight increase, and amount to over 5 million dollars for the 1991-1992 academic year.

Within the limits of the resources available to it, the Programme has accomplished its objectives successfully in the past, as the General Assembly and my predecessors have pointed out. However, it is now necessary to redefine the Programme's objectives and priorities so that it can better respond to the demands of the current situation. It is particularly important that the mandate of the United Nations Educational and Training Programme for Southern Africa be made more flexible and that additional efforts be undertaken to assist, at the proper time and in a fitting manner, in the training of South Africans in their own country. To date, most of the students who have had access to the Programme's resources have been those living outside South Africa. Mechanisms for selecting qualified candidates in South Africa itself are now being set up in collaboration with the national liberation movements, the National Education Coordinating Committee and other appropriate organizations. Moreover, the Programme administrators are

increasingly being guided by a greater concern to ensure that the training programmes undertaken by scholarship recipients conform to the current and future needs of the South African economy and labour market, and are paying particular attention to the training of scientists and of middle-level and senior managers for public and private organizations. Their priority objective is to make this programme a full component of a human resources development strategy in South Africa. Thus redefined, the Programme would be able to provide the necessary assistance to universities and other institutions of higher education which are making particular efforts to help young South African blacks.

While it is up to the South Africans themselves to define the main lines of such a strategy, the international community's role is to specify the means by which it can contribute to the implementation of the external component of this strategy. In this regard, it should be recalled that at its last session, the General Assembly placed even greater emphasis than usual on the need to assist the victims of apartheid. The presence among us of experts and educators from South Africa will, I am sure, allow us, on the one hand, to establish an order of priority for the activities and responsibilities which the international community should assume in the area of education and training in the years to come, and on the other hand, to better coordinate these activities. In this respect, the consultations which will take place Friday morning among the representatives of donor countries and those of scholarship programmes or of various organizations providing humanitarian assistance to the victims of apartheid will give us an opportunity to exchange viewpoints and to coordinate our aid programmes in the area of education and training.

In conclusion, I wish to thank all those here present, who have participated in our efforts to offer young South Africans the means of acquiring an education, thereby enabling them to participate actively in building a democratic, just and prosperous society in South Africa. I am convinced that this Conference will bear much fruit by drawing the attention of all current and potential donors, as well as international public opinion, to the importance of the problems of education in South Africa.

The orientations and recommendations elaborated at the Conference will certainly influence the way in which all the organizations here represented, and probably other organizations and foundations which were unable to join us today, will work in the future. In any case, this is the hope of the organizers of the Conference, and it is a hope to which I wholeheartedly subscribe.

Annex IV

SUMMARY OF STATEMENTS MADE BY THE REPRESENTATIVE OF THE AFRICAN NATIONAL CONGRESS OF SOUTH AFRICA, THE REPRESENTATIVE OF THE PAN AFRICANIST CONGRESS OF AZANIA AND BY MR. CHABANI MANGANYI

During the opening session, Mr. Tebogo Mafole, representative of the African National Congress of South Africa (ANC) Observer Mission to the United Nations, read a statement on behalf of Mr. Nelson Mandela, Deputy President of ANC. He stressed that the brutal and rigorous enforcement of apartheid in South Africa over the years had precipitated a crisis of monumental proportions in the black educational system. He therefore commended both the Special Committee and the United Nations Educational, Scientific and Cultural Organization (UNESCO) for organizing a timely conference which, he hoped, would enable the international community to intervene on this issue. Providing statistics depicting the nature and extent of the chronic problems of black education, he cautioned that they would have direct and dire consequences on the development of the economy, and particularly on the levels of unemployment. Moreover, he pointed out that the persistent struggle waged by South African youth in opposition to the system of apartheid education had resulted in an endemic student unrest that had a negative impact on the culture of learning.

While the South African authorities had been forced to abandon their policies based on racist ideology and to repeal the legislative pillars of apartheid, their reluctance to proceed with the release of all political prisoners and their failure to discharge their responsibilities to end the violence threatened the process of negotiations. He therefore called on the international community to exercise the leverage at its disposal to pressure the authorities towards honouring their commitments. He also called upon the international community to undertake to examine ways to mobilize massive financial resources for black education and to endeavour to coordinate international aid programmes and grant-making policies with a view to avoiding duplication. He pointed out, however, that it remained the full responsibility of the South African Government to redress the crisis situation of its own creation.

Mr. Gora Ebrahim, Secretary for Foreign Affairs of the Pan Africanist Congress of Azania (PAC), also addressed the Conference during the opening session. He first expressed thanks to the Special Committee, UNESCO and the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa (UNETPSA) for having organized the Conference. He then reminded the participants that the Bantu Education Act had introduced in South Africa what had correctly been described as education for barbarism, and had intended to bring about not only separate, but also inferior education. Apartheid education had led to an endemic student boycott, as South African youth had adopted the slogan "liberation now, education later". However, PAC disagreed with this slogan and emphasized that liberation and education could

not be dissociated. Therefore, PAC called on participants in the Conference to focus on ways to assist exiled South African students in meeting the entrance requirements of educational institutions abroad as well as to consider the development of a serious programme for adult education.

Mr. Ebrahim warned against the euphoria that had spread through South Africa and the belief that apartheid would end soon. He reiterated PAC's rejection of President de Klerk's proposal for the convening of a multi-party conference and of its call for the election of a constituent assembly on a common voters' roll. In conclusion, Mr. Ebrahim said that the aim of a new system of universal education should be to promote development as well as a culture of democracy in South Africa, and that in order to facilitate the establishment of such a system, United Nations agencies would have to provide even more assistance to black South Africans than they had done so far.

Mr. Chabani Manganyi, Vice-Chancellor of the University of the North, then made a brief statement on behalf of South African educators. He expressed their appreciation for the opportunity to attend the Conference and to examine with other participants the very serious question of the education crisis in South Africa. He also expressed the hope that the Conference would not only attempt to make a diagnosis of the situation but also propose remedies for the ills of apartheid education and persuade the international community of the need to strengthen its assistance in the field of education.

Annex V

LIST OF PARTICIPANTS

Participants

Individuals

1. Mr. Goolam Aboobaker, University of Western Cape, Belville, South Africa
2. Professor M. Kazim Bacchus, University of Alberta, Edmonton, Canada
3. Mr. Francis Bartels, UNESCO expert
4. Dr. Ivy Matsepe-Casaburri, Director, Education Development Trust, South Africa
5. Mr. Justin Ellis, Ministry of Education and Culture, Namibia
6. Mr. Frank Ferrari, Senior Vice-President, African-American Institute, United States of America
7. Mr. John Harker, Chairman, Commonwealth Expert Group on Human Resource Development for a Post-Apartheid South Africa
8. Mr. Bernard Harleston, President, City College, CUNY, United States
9. Mr. M. P. Makhado, Director, NAFCOC, South Africa
10. Professor N. Chabani Manganyi, Vice-Chancellor, University of the North, South Africa
11. Dr. Gomolemo Mokae, Education Secretary, Azanian People's Organization, South Africa
12. Mrs. Eleanor Molefe, Assistant Director, Educational Opportunities Council, South Africa
13. Mr. Tulwana Monde, Chairman, National Education Coordinating Committee, South Africa
14. Dr. Caiphas T. Nziramasanga, University of Zimbabwe
15. Professor Jairam Reddy, Vice-Chancellor and Rector, University of Durban/Westville, South Africa
16. Mr. John Samuel, Head of Education Department, ANC, South Africa

17. Dr. Mala Singh, Professor and Chair, Department of Philosophy, University of Durban/Westville, South Africa

18. Dr. Francis Wilson, School of Economics, University of Cape Town, South Africa

19. Dr. Harold Wolpe, University of Western Cape, Belville, South Africa

Governments

1.	Australia:	Mr. P. Watson, Permanent delegation to UNESCO
2.	Austria:	Mr. Gerhard Doujak, Embassy to France
		Mr. Norbert Riedl, Federal Ministry of Education and Arts
3.	Belgium:	H.E. Mr. Benoit Cardon de Lichtbuer, Permanent delegate to UNESCO
		Mr. Van Hemeldonck, Permanent delegation to UNESCO
4.	Canada:	Mr. John Copeland, CIDA
		Mr. G. Hawes, CIDA
5.	Denmark:	Ms. Anne Dorte Riggelsen, Embassy to France
6.	Finland:	Mr. Pasi Patokallio, Permanent Mission to the United Nations, New York
		Mr. Sauli Feodorow, Permanent delegation to UNESCO
7.	France:	Ms. Geneviève Jean-van Resson, Permanent delegation to UNESCO
8.	Germany:	Mr. Johannes Lohse, Permanent delegate to UNESCO
		Mr. Peter von Wesendonk, Embassy to South Africa
9.	Italy:	Mrs. Brunella Borzi, Permanent delegation to UNESCO
		Ms. Maria Misitano, Permanent delegation to UNESCO
10.	Japan:	Mr. T. Tsukada, Office of the Japan International Cooperation Agency, Paris
		Mr. M. Kamitani, Ministry of Foreign Affairs, Tokyo

11.	Netherlands:	Mr. J. Sizoo
		Mr. F. Brandt-Corstius, Permanent delegation to UNESCO
12.	New Zealand:	Mr. Peter Grant Heenan, Permanent delegate to UNESCO
		Mr. Darryl Dunn, Permanent delegation to UNESCO
13.	Norway:	Ms. Merete K. Wilhelmsen, Ministry of Foreign Affairs
		S. Stub, Chargé d'affaires, Embassy of Norway to France
14.	Spain:	Mr. Juan Antonio Menendez Pidal, Permanent delegation to UNESCO
		Mr. Juan Luis Munoz de Laborde, Permanent delegation to UNESCO
15.	Sweden:	Mr. Ingemar Gustafsson, SIDA
		Ms. Annika Magnusson, SIDA
16.	Switzerland:	Mr. François Nordmann, Permanent delegate to UNESCO
		Mr. Michel Pache, Permanent delegation to UNESCO
17.	United Kingdom of Great Britain and Northern Ireland:	Ms. C. A. Macqueen, Embassy to France
		Ms. Myra Harrison, Overseas Development Administration
18.	United States of America:	Mr. David Evans, USAID
		Mr. Mark Johnson, USAID

Intergovernmental organizations

1. Dr. Mohan Kaul, Commonwealth Secretariat
2. Mrs. Graziella Brianzoni, Council of Europe
3. Mr. K. Beck, International Organization on Migration
4. Mr. A. Khouth, International Organization on Migration

Non-governmental organizations

1. Mr. Kees Maxey, Africa Educational Trust
2. Ms. Susan Anderson, African American Institute
3. Mr. Ridha Bouabid, Agence de coopération culturelle et technique
4. Mr. Adamou Idé, Agence de coopération culturelle et technique
5. Mr. James M. Statman, South African Higher Education Programme, Aurora Associates
6. Ms. Anne Githuku, South African Higher Education Programme, Aurora Associates
7. Ms. Sheila A. McLean, Institute of International Education
8. Ms. Anne Micou, Institute of International Education
9. Ms. Anne Poirier, Director, South African Freedom through Education (SAFTE)
10. Mr. Paul Puritt, Southern Africa Education Trust Fund (SAETF)
11. Mr. Trevor Abrahams, World University Service
12. Ms. Phumzile Ngcuka, World University Service

United Nations bodies

Special Committee against Apartheid

1. Prof. Ibrahim Gambari (Nigeria), Chairman
2. Dr. Marjorie Thorpe (Trinidad and Tobago), Vice-Chairman
3. Mr. Virendra Gupta (India), Rapporteur
4. Mr. Abdullahi A. Omaki (Nigeria)
5. Ms. Chipo Zindoga (Zimbabwe)

Advisory Committee on UNETPSA

6. Mr. Martin Huslid (Norway), Chairman
7. Mr. Isaiah Z. Chabala (Zambia), Vice-Chairman

National liberation movements

1. African National Congress of South Africa: Mr. Tebogo Mafole

2. Pan Africanist Congress of Azania: Mr. Gora A. Ebrahim

Representative of the Secretary-General of the United Nations: Mr. Sotirios Mousouris, Assistant Secretary-General (see also below)

Representative of the Director-General of UNESCO: Mr. E. Portella, Deputy Director-General (Programme) (see also below)

Secretariat of the International Conference

Secretary: Mr. Abdennour Abrous, Centre Against Apartheid (see also below)

Deputy Secretary: Mrs. Lucette de Andrade, UNESCO (see also below)

United Nations Secretariat

1. Mr. S. Mousouris, Assistant Secretary-General, Centre Against Apartheid

2. Mr. A. Abrous, Chief, Publicity, Assistance and Promotion of International Action Branch, Centre Against Apartheid

3. Ms. Angela Masithela, Officer-in-Charge of UNETPSA, Department for Technical Cooperation and Development

4. Ms. Jadranka Mihalic, Secretary, Advisory Committee on UNETPSA, Centre Against Apartheid

5. Mr. Michael Moller, Special Assistant to the Assistant Secretary-General, Centre Against Apartheid

6. Ms. Pamela Maponga, Political Affairs Officer, Centre Against Apartheid

7. Mr. Vladimir Zhagora, Political Affairs Officer, Centre Against Apartheid

8. Ms. Corinne Momal, Associate Political Affairs Officer, Centre Against Apartheid

9. Mr. M. Motsoasele, Radio Officer, Department of Public Information (DPI)

10. Ms. Deirdre O'Shea, Press Officer, DPI

11. Ms. Edna Livingston, Administrative assistant, Centre Against Apartheid

12. Ms. Angela Irving, Secretary, Centre Against Apartheid

UNESCO secretariat

1. Mr. E. Portella, Deputy Director-General (Programme)

2. Mr. Colin N. Power, Assistant Director-General for Education

3. Mr. J. Kaboré, Director for Cooperation with African Member States

4. Ms. Kaisa Savolainen, Director a.i., Division for the Development of Education

5. Ms. H. Challenor, Director, World Decade for Cultural Development

6. Mr. J. Symonides, Director, Division of Human Rights and Peace, Social and Human Sciences Sector

7. Mr. Paul Bélanger, Director, UNESCO Institute for Education, Hamburg, Germany

8. Mr. H. Hajjar, Programme Specialist, International Institute for Educational Planning

9. Mr. Dramane Oulai, United Nations Volunteer detached to the International Institute for Educational Planning

10. Mr. A. Gatanazi, Chief, Primary Education Section, Basic Education Division

11. Mr. E. Apea, Chief, Science and Technology Education Section, Division for the Development of Education

12. Mr. A. Shankanga, Chief, Operational Activities Unit, Coordination, Evaluation and Operational Activities Section, Education Sector

13. Ms. D. Borges, Chief, Teacher Education Section, Higher Education and Research Division

14. Mr. G. Attore, Programme Specialist, Basic Education Division

15. Mr. M. Gilmer, Programme Specialist, Literacy and Adult Education Section, Basic Education Division

16. Ms. M. L. Kearney, Programme Specialist, Higher Education Section, Higher Education and Research Division

17. Ms. L. de Andrade, Programme Specialist, Unit for Educational Aid to Refugees, International Education Section, Division for the Development of Education

18. Ms. M. Koroma, Programme Specialist, Operational Activities Unit, Coordination, Evaluation and Operational Activities Section, Education Sector

19. Mr. F. Mbengo, Educational Adviser, UNESCO Office, Dar es Salaam

20. Mr. H. Rissom, Regional Adviser for Europe, Coordination and Evaluation Unit, Coordination, Evaluation and Operational Activities Section, Education Sector

21. Mr. P. Condé, Programme Specialist, Division of Human Rights and Peace, Social and Human Sciences Sector

22. Mr. B. Dia, Programme Specialist, Division of Human Rights and Peace, Social and Human Sciences Sector

23. Ms. C. Marias, Programme Specialist, Division of Human Rights and Peace, Social and Human Sciences Sector

24. Mr. B. Fall, Programme Specialist, Communication Division, Communication, Information and Informatics Sector

25. Ms. Salas C. Rossenbach, Programme Specialist, Office of Public Information

26. Ms. R. Ghanem, Secretary, International Literacy Year Secretariat

27. Ms. J. Harter, Secretary, Educational Policies and Management Unit

28. Ms. J. Lefebvre, Secretary, Unit for Educational Aid to Refugees, International Education Section, Division for the Development of Education

29. Ms. J. Petit, Secretary, Unit for Educational Aid to Refugees, International Education Section, Division for the Development of Education

United Nations agencies

ILO

1. Mr. Neville Rubin, Senior Officer, Equality of Rights

2. Mr. N. Petrov, Deputy Director, Training Department

3. Mr. J. Cauden, Non-manual Workers Branch

UNDP

1. Ms. Anne Forrester
2. Mr. David McAdams
3. Mr. Anthony W. Marx

UNHCR

1. Mr. K. S. Lutato, Senior Education Officer
2. Mr. Antoine Noel, Representative to France

UNICEF

1. Ms. Martha Mauras, Chief, Africa Section

World Bank

1. Dr. Dzingai Mutumbuka
2. Mr. Alexander H. ter Weele, Deputy Director, Economic Development Institute

Observers

(a) Governments

1.	Algeria:	Mr. Rachid Ouahmed, Permanent delegation to UNESCO
2.	Burkina Faso:	Mr. Robert Korahire, Permanent delegation to UNESCO
3.	Burundi:	Mr. Misago, Permanent delegation to UNESCO
4.	Cameroun:	Mr. J. P. Ayafar, Permanent delegation to UNESCO
5.	Chile:	Mr. G. Figueroa, Permanent delegate to UNESCO
6.	Côte d'Ivoire:	Mr. Etienne Miezan Ezo, Permanent delegation to UNESCO
7.	Greece:	Ms. Katerina Stenov, Permanent delegation to UNESCO
8.	Indonesia:	Mr. Hariadi Paminto Soepangkat, Permanent delegate to UNESCO
9.	Korea:	Mr. Kim Chang Guk, Permanent delegation to UNESCO
10.	Nigeria:	Mrs. Bao Omiyi, Permanent delegation to UNESCO

11. Panama: Mr. Jorge Patiño, Chargé d'affaires, Permanent delegation to UNESCO

12. Senegal: Mr. A. Deme, Permanent delegation to UNESCO
Mbaye Magamou, Director of Information, Embassy to France

13. Uganda: Ms. Joyce Banya, Permanent delegation to UNESCO

14. Venezuela: Mr. Jesus Delgado Reyes, Permanent delegation to UNESCO

15. Zambia: Mr. Mainza Chana, Permanent delegate to UNESCO

16. Zimbabwe: Mrs. G. T. Mutandiro, Embassy to France
Mr. E. O. Mamutse, Embassy to France

(b) Permanent observer missions to UNESCO

1. Holy See: Msgr. F. Lorenzo, Permanent Observer to UNESCO

2. Palestine: Mr. Ramahi, Palestine Observer Mission to UNESCO

(c) Individuals and organizations

1. Mr. Frans Barker, National Manpower Commission

2. Mr. Costas Christ, School for International Training, Vermont, United States

3. Dr. Schalk Engelbrecht, Human Sciences Research Council

4. Mr. Paul Garay, Paris Ecologie

5. Ms. Sarah Hayward, Southern African Advanced Education Project

6. Mr. I. Heloal, SAIH/INTERFUND

7. Mr. Jacob Imbe, Collectif afrique australe

8. Ms. Ethel de Keyser, the Cannon Collins Educational Trust for Southern Africa

9. Mr. Jan Lönn, International Youth and Student Movement for the United Nations (ISMUN)

10. Mr. Nathaniel Masemola, Luthuli Memorial Trust

11. Dr. M. Mehl, Independent Development Trust

12. Mr. Duke Mkondo Ngcukana, MAPP Music School

13. Ms. Julia Montgomery, Skills for South Africa Network

14. Mr. Dramane Oulai, IIEP/UNESCO

15. Mr. Jean Oulatas, International Confederation of Free Trade Unions

16. Ms. Martha Powers, Mid-Atlantic Research Associate

17. Mr. J. P. A. Seka, African Development Bank

18. Mr. Barry Smith, INTERFUND

19. Mr. Mavinga Tsafunenga, CEPROCOM

20. Mr. W. Vanderschaaf, IFFTU

21. Mr. Brian Whittaker, Urban Foundation

Annex VI

LIST OF DOCUMENTS

A. United Nations documents

1. United Nations Educational and Training Programme for Southern Africa: report of the Secretary-General (A/45/553).

2. Guidelines for the International Conference on the Educational Needs of the Victims of Apartheid in South Africa, to be held in Paris from 25 to 27 June 1991 (A/AC.115/INF/17).

B. Documents by the United Nations Educational, Scientific and Cultural Organization

1. Convention against Discrimination in Education, adopted by the General Conference of UNESCO at its eleventh session, Paris, 14 December 1960 and in force since 1962.

2. Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of UNESCO at its eighteenth session, Paris, 19 November 1974.

3. World Declaration on Education for All and Framework for Action to meet Basic Learning Needs, Jomtien, Thailand, 5-9 March 1991.

C. Background papers for the International Conference

1. "Issues in education and training in South Africa", by Elaine Unterhalter and Harold Wolpe.

2. "Tertiary education and training needs for post-apartheid South Africa", by Dr. Nicola Swainson.

3. "United Nations Educational and Training Programme for Southern Africa", by the United Nations Centre Against Apartheid.

4. "Human resource development in post-apartheid South Africa", by M. Kazim Bacchus.

5. "The United Nations Educational and Training Programme for Southern Africa (UNETPSA): prospects for the future", by the Advisory Committee on UNETPSA.

6. "Central challenges in educational reconstruction in post-apartheid South Africa", by John Samuel.

7. "Present and prospective educational needs of South Africa", by Dr. Ivy Matsepe-Casaburri.

8. "The role of education in post-apartheid South Africa", prepared for UNESCO by Francis L. Bartels.

9. "Commonwealth programmes of assistance for the victims of apartheid", by the Commonwealth Secretariat.

10. "Directory of organizations providing scholarship assistance to the victims of apartheid".

11. "Educational assistance to the national liberation movements", by the United Nations Development Programme.

D. Other documents presented at the International Conference

1. "Educational development in Zimbabwe soon after independence", by Dr. Caiphas T. Nziramasanga.

2. "The educational system in Namibia before and after independence and the experiences encountered in the transition", by Justin Ellis.

3. "Discussion paper for the African National Congress of South Africa on education policy".

4. "Children on the front line: the impact of apartheid, destabilization and warfare on children in southern and South Africa", a report for UNICEF, 1989.

5. "First call for children: World Declaration and Plan of Action from the World Summit for Children", UNICEF, December 1990.

6. "British aid to Black South Africans", by the Overseas Development Administration.

7. Statement of the United Kingdom of Great Britain and Northern Ireland presented at the International Conference.

8. Statement of the Swedish delegation at the International Conference.

9. "Education, culture, human rights and international understanding: the promotion of humanistic, ethical and cultural values in education", by Francine Best, Chief Inspector of Schools (France), July 1990.

10. "Priority Africa: management in higher education" (CA/P5-undated document).

11. "Priority Africa: programme of action proposed by the Director-General (1990-1995)", final report of the Seminar on Distance Education, Arusha, United Republic of Tanzania, 24-28 September 1990 (CAB-90/WS-4, October 1990).

12. "Literacy and the role of the university" (ED/91/WS/24).